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Strategies for supporting pupils with

SEND in Computing lessons.

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| **Individual Need** | **Here’s how we support everyone…** |
| **Attention Deficit Hyperactivity Disorder** | * Reinforce instructions on how to use the computing equipment * Be explicit about the rules of when to use the equipment and when to be listening and focusing on verbal instructions |
| **Anxiety** | * Arrange for another child to be a ‘buddy’ for computing lessons so that they know that they can have a consistent friend to help if needed * Where possible, the child will work in a group rather than independently so that they feel supported if they experience any issues with the computer / other equipment * Through a visual timetable, pupils are supported to know   that computing time is coming up |
| **Autism Spectrum Disorder** | * Teacher / TA to discuss what the computing session will involve and what programme/software/computing equipment will be used * Where possible, the child will work in the same group / team for each session * Where possible/necessary, discuss any unfamiliar technical vocabulary that might be used prior to the lesson |
| **Dyscalculia** | * Provide printouts of the instructions that will used in the lesson * Where necessary, provide screenshots of the computer programme that will be used in the lesson |
| **Dyslexia** | * When using the interactive whiteboard, avoid black text on a white background and ensure this is avoided when sharing documents on tablets or in pupils’ shared areas * Show the child how to enlarge or zoom in on a page when using a computer so that text and images can be   clearly read and understood |
| **Dyspraxia** | * Provide opportunities for the child to sit in a spot in the classroom where there is plenty of room, particularly when a computer is needed * Make sure that instructions are clearly explained and repeated if necessary * Allow extra time to complete tasks, especially when new   concepts/programmes/software is being used |
| **Hearing Impairment** | * Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher |

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|  | * Repeat instructions for independent learning to ensure the child knows what to do * Ensure that any videos that are shown in computing lessons are subtitled * Provide print outs or screenshots from the main input in lessons which the child can refer to * New and unfamiliar technical vocabulary is discussed at the start of a new computing unit * Ensure that background noise is kept to a minimum, particularly when sound is being used with computers. * Provide headphones for all children if the background noise is going to hinder the hearing-impaired child |
| **Toileting Issues** | * Let me leave and return to the classroom discreetly and   without having to get permission whenever I need the toilet. |
| **Cognition and Learning**  **Challenges** | * Provide small steps to complete in independent learning activities as the computing tasks could be unfamiliar Provide a word bank to explain unfamiliar technical vocabulary * Provide screenshots of the computer programmes that will be used in computing lessons * Use plenty of modelling on screen to ensure that the child   understands how to access programmes and the information within them |
| **Speech, Language &**  **Communication Needs** | * Be prepared to adapt instructions, particularly those that contain unfamiliar technical vocabulary, so that the child can understand them * Provide lots of ‘talk’ opportunities so that new concepts can be discussed, prior to beginning independent learning Provide printouts which include the images of   symbols/icons/buttons that will be used in the lesson |
| **Tourette Syndrome** | * Provide a list of components to include in a task to aid attention * Be aware that a piece of work may not be fully completed |
| **Experienced Trauma** | * The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand my emotions and behaviour * Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that learning is about trial and error * Use simple, specific instructions that are clear to understand, and deliver these slowly |
| **Visual Impairment** | * Ensure that the child is taught how to adjust the screen resolutions on computers (brightness, contrast) and how to zoom in and out * Consider the colour of backgrounds and text on interactive whiteboard when teaching and that of the computers when accessing shared documents |

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|  | * Ensure that when a computer is being used, it is in a space where there is as little glare as possible. * Consider dimming or switching off the classroom lights during computing lessons * Allow breaks from using the computer during extended   periods of work where there could be the risk of fatigue through continually looking at a screen |